2006–2008

Saskatchewan

Provincial Budget

Performance Plan

Saskatchewan Learning

Minister's Message

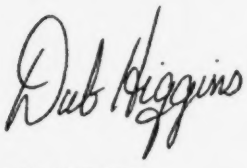
On April 1, 2006, a new Department of Learning was established incorporating early learning and child care, the PreK-12 education system, and the Provincial Library. The newly restructured Department of Learning provides the foundation for a cohesive learning system by increasing learning opportunities throughout the early years, child care, and PreK-12. The Department has renewed its strategic priorities and restructured internally to support the system in implementing these priorities.

Saskatchewan Learning has identified the following four priorities as critical to the province's future:

- higher levels of literacy and achievement;
- equitable opportunities for all students;
- smooth transitions into and through the system; and
- strong system-wide accountability and governance.

By placing an emphasis on these key priorities, we are striving to make life better for students, families, and communities so our youth can build a better future right here in Saskatchewan.

It is my pleasure to present the Performance Plan for Saskatchewan Learning for 2006-2008. In this plan, we recognize that all partners in the education system must work closely together to identify and achieve our vision, goals, and objectives, and to address our challenges. I am committed to completing the key actions identified in this Plan and reporting on our progress in Saskatchewan Learning's 2006-07 and 2007-08 Annual Reports.



Deb Higgins
Minister of Learning

Who We Are

The mandate of the Department is to provide leadership in the development and operation of early learning and child care, kindergarten through grade twelve education, enhancement of literacy for all Saskatchewan people, and support for provincial library services. Through its leadership, the Department responds to the learning and developmental needs of Saskatchewan children and youth.

Services are provided by approximately 342 staff with headquarters in Regina and regional offices located in communities throughout the province.

In February 2006, the Premier announced changes to Saskatchewan Learning that became effective April 1, 2006. The Department of Learning continues to be responsible for Prekindergarten to Grade 12 education and provincial library services with the addition of early learning and child care from the Department of Community Resources. April 1, 2006 also saw the post-secondary education and training programs and services moved from Saskatchewan Learning to the new Department of Advanced Education and Employment and the consolidation of Literacy programming to Learning under the purview of the Saskatchewan Literacy Commission.

In supporting approximately 1,900 children in Prekindergarten programs, 8,100 children in licensed child care spaces, 600 children and their families in Early Childhood Intervention Programs, 174,000 students in provincially-funded and independent schools, as well as 500,000 library patrons (registered borrowers within public library systems), the Department:

- provides program and policy support to early learning and child care, PreK-12 learning programs, French education, libraries, and other education initiatives and priorities of government; and
- engages local, regional and provincial boards of community volunteers and/or education representatives in governance of 759 schools in 28 school divisions, 119 Prekindergarten programs, 454 licensed day care facilities, 15 Early Childhood Intervention Programs, and 320 public libraries in 10 public library systems.

The learning sector has a profound impact on the social and economic well-being of the province. The Department is committed to lifelong learning and the development of knowledge and skills that will enable each citizen to adapt to, and actively participate in, all spheres of social, cultural, economic, and civic life.

There are a variety of relationships between the Department and the institutions, agencies, boards, and organizations that comprise the early learning and child care, library, and PreK-12 learning sector. These relationships vary by degree of accountability and are described in over

30 pieces of legislation (listed in Appendix A), orders in council, regulations, and memorandums of understanding. More information regarding the Department of Learning can be found at www.sasklearning.gov.sk.ca .

EARLY LEARNING AND CHILD CARE

In 2006, Saskatchewan became the first jurisdiction in Canada to focus responsibility for early learning and child care services within a single ministry, Saskatchewan Learning. The Early Learning and Child Care Branch provides integrated program and policy support to licensed child care and Prekindergarten programs, while co-ordinating the broad early learning and child care agenda, which is a key priority for government.

PREKINDERGARTEN TO GRADE 12

The Department of Learning establishes policies, provides programs and supports, and ensures legislation or regulations that enable a high-quality Prekindergarten to Grade 12 education for all students. The Department certifies teachers, develops curriculum and instructional practices to be used in schools, regulates independent schools and home-based education, distributes provincial funding and capital grants to school divisions, and legislates the structure and boundaries of school divisions.

The Department's work in the Prekindergarten to Grade 12 sector is guided by ongoing collaboration with partners that include: the League of Educational Administrators, Directors and Superintendents; Saskatchewan Association of School Business Officials; Saskatchewan School Boards Association; Saskatchewan Teachers' Federation; and the Federation of Saskatchewan Indian Nations.

PUBLIC LIBRARIES

The Department of Learning supports the development of a progressive province-wide library system to ensure equitable access for lifelong learning and global information for Saskatchewan residents. As legislated, the Provincial Library co-ordinates the development of public library policies, protocols, and standards for province-wide services and is accountable for the development of a province-wide electronic library network which provides citizens with a library and information infrastructure. In order to achieve these, the Provincial Library consults with the ten public library systems which provide direct services to the public and are responsible for the operation of local libraries. The Provincial Library also supports the development of a multitype library system by supporting the Multitype Library Board and its strategic plan, programs, and services.

Plan at a Glance

Significant changes have occurred in the learning sector since publication of the last Performance Plan for the Department of Learning.

On January 1, 2006, more than 80 school divisions were restructured into 28 school divisions. On April 1, 2006 the post-secondary education and training programs and services moved from Saskatchewan Learning to the new Department of Advanced Education and Employment, while early learning and child care responsibilities were moved from the Department of Community Resources to the Department of Learning. This change reflects the important linkages between early learning and child care and the PreK-12 education system. Literacy programming was also consolidated in Learning although it remains under the purview of the Saskatchewan Literacy Commission.

Throughout this plan, references to the learning sector includes Saskatchewan Learning and its partners in:

- early learning and child care;
- the PreK-12 school system;
- public libraries; and
- literacy.

As a result of this restructuring, both within government and the school divisions, both entities are in a period of significant transition. Accordingly, the 2006-07 Performance Plan has been incorporated with the 2007-08 Performance Plan, and has been developed by the Department. It is important to note that the Department and the learning sector continue to maintain collaborative and consultative partnerships during this transition, in support of the achievement of common priorities.

The Plan is a work in progress, subject to refinement in response to societal and economic issues that impact planning. The Department's goals and objectives reflect priorities that are likely to remain constant over several years. The key actions focus on activities to be undertaken over the term of the Plan.

The Plan reflects a learning system focused on sustainability, accountability, transparency, responsiveness to communities, high levels of achievement for all students, and equitable opportunities to learn and succeed. It expands the focus on early learning and child care within a learning environment, recognizes the importance of smooth transitions into and through the system, and reinforces the importance of the success of First Nation and Métis learners.

The Plan's key actions focus on those to be undertaken in the two-year period 2006-2008. The 2006-07 Department of Learning Annual Report, to be released in July 2007, will report actual progress on the activities undertaken in that year.

Please note: In this document, "First Nations and Métis" refers to those individuals who self-identify as Treaty/Registered (Status) Indian, Non-Status Indian, Inuit, or Métis, and who participate in the *off-reserve* education system, unless otherwise indicated.

OUR VISION

Through lifelong learning, all Saskatchewan people become knowledgeable and skilled citizens contributing to and benefiting from society and the economy.

GOAL 1

Learners succeed

OBJECTIVE 1 – Improve children's readiness to learn

Performance Measure

- Number of targeted Prekindergarten programs funded by Saskatchewan Learning, and the number of children impacted

OBJECTIVE 2 – Improve learning outcomes of all learners

Performance Measures

- Student performance in mathematics, reading, and science in the Programme for International Student Assessment
- Student performance in reading, math, and science on the national Pan-Canadian Assessment Program
- Graduation rates by type of credential:
  - ~ Grade 12
  - ~ Grade 12 equivalency: General Education Diploma (GED) and Adult 12
- Percentage of students in a cohort starting Grade 10 in the year shown who obtain Grade 12 within:
  - ~ three years
  - ~ five years

OBJECTIVE 3 – *Provide equitable opportunities for all learners*

Performance Measures

- Number of licensed child care spaces
- Number of Community Schools funded by Saskatchewan Learning
- Number of K-12 courses delivered by the Department and the total number of students enrolled in them

OBJECTIVE 4 – *Support all learners in successfully transitioning to, within, and from PreK-12 programs and services*

Performance Measure

- Percentage of students, by school type, included in the Student Data System

OBJECTIVE 5 – *Increase opportunities to enable First Nations and Métis learners to participate and succeed in sector programs and services*

Performance Measure

- Percentage of self-declared First Nations and Métis students in a cohort starting Grade 10 in the year shown who complete Grade 12 within:
  - ~ three years
  - ~ five years

GOAL 2

Highly responsive and accountable learning system

OBJECTIVE 1 – *Provide a high standard of public accountability, transparency, and governance*

Performance Measures

- Percentage of School Community Councils:
  - ~ elected and in place in provincially-funded schools
  - ~ operational in provincially-funded schools
- Public satisfaction with the learning system and public library system:
  - ~ per cent of residents who think the quality of Kindergarten to grade 12 education in Saskatchewan is generally: Good – Very Good and Poor – Very Poor
  - ~ per cent of residents who think the quality of service from the public library system is generally: Good – Very Good and Poor – Very Poor
- Number of School Division Continuous Improvement Plans developed and made available to their communities and to the Department

OBJECTIVE 2 – *Provide high quality learning facilities for all children and youth*

Performance Measure

- Under development

2007-08 Financial Overview

Saskatchewan Learning's total appropriated budget for 2007-08 is $ 943.9 million. Approximately $720.8 million (76 per cent of the Department's 2007-08 budget) is transferred to school divisions through grants to schools and the Education Property Tax Relief program. This funding is used for delivery of services to students, and for renovations to, and construction of new, facilities. The Department is also jointly responsible with Community Resources for funding Early Learning and Child Care programs; approximately $41.3 million is expended from Learning's budget, most of which is transferred to Community-based organizations for the delivery of programming. The Department also expends $9.6 million to support the ten public library systems in providing Saskatchewan citizens with access to library services through their local libraries.

The appropriation also includes an additional $135.8 million which is directed towards meeting the government's commitment to fund teacher pension and benefit programs including pension, dental, and life insurance programs.

2007-08 ESTIMATES	*(in thousands of dollars)*
Central Management and Services	$ 13,408
Pre Kindergarten – Grade 12 Education	626,871
Early Childhood and Child Care	41,311
Curriculum and E-Learning	5,915
Literacy*	3,127
Provincial Library	9,641
Education Property Tax Relief	107,850
Department Appropriation	$ 808,123
Amortization of Capital Assets	1,081
Department Expense	$ 809,204
Teachers' Pensions and Benefits	135,783
Total Appropriation	$ 943,906
REVENUE	$ 9,693
FTE Staff Complement	342.5

** Funding is provided to the Saskatchewan Literacy Commission*

Saskatchewan Learning generates revenues of approximately $9.7 million annually. The bulk of these revenues are derived from federal/provincial agreements, with lesser amounts coming from the sale of curricula and fees collected for transcripts and certificates.

Trends and Issues

The Department of Learning plays a significant role in making Saskatchewan the best place for young people to live, work, and build strong futures. In striving towards our Vision, establishing a foundation for lifelong learning, and developing citizens who are highly literate with excellent workplace skills is key to the province's present and future. It is critical that Saskatchewan people become knowledgeable and skilled citizens contributing to and benefiting from society and the economy. There are a number of significant trends and issues that the Department must respond to in fulfilling its role.

CHANGING DEMOGRAPHICS

Significant changes are projected within Saskatchewan's population over the next twenty years. As Saskatchewan's aging population has resulted in a declining birth rate, and as this generation continues to age and move through the education system over the next decade, there will be a significant negative impact on PreK-12 student enrolments. By 2010, the proportion of residents under the age of 20 in the province is expected to decline a further 3.26 per cent to 257,712 youth (Sask Trends Monitor (2004). *Saskatchewan Labour Market Trends 2004 Update, Appendix B*, pg B.2).

While overall enrolments are projected to continue to decline, the composition of the enrolment is changing. The Aboriginal* population in Saskatchewan is growing rapidly. From 1996 to 2001, it grew by 17 per cent, compared to a decrease of just over one per cent in the total population of Saskatchewan. In 2001, 14 per cent of Saskatchewan's population was Aboriginal, and 64 per cent of that population lived off-reserve (Statistics Canada. 2001 Aboriginal Peoples Survey. Catalogue no. 89-618-XIE). Of the 130,890 Aboriginal people living in Saskatchewan, 48,140 (37 per cent) are school-age (5-19 years) (Statistics Canada 2002. 2001 Census Aboriginal Population Profiles. Catalogue no. 93F0043XIE).

Rural depopulation continues in Saskatchewan. The number of people living in rural Saskatchewan declined by 3.6 per cent between the 1996 and 2001 census periods, accounting for a loss of 13,162 people (Statistics Canada (2001), *Census*).

* Those persons who self-identify as North American Indian, Métis, or Inuit and/or report being a Treaty Indian or a Registered Indian and/or report being a member of an Indian Band or First Nation (Statistics Canada).

From 1994-95 to 2004-05, enrolments in rural school divisions continued to decline at all grade levels, while there have been increases in enrolment at the middle and secondary levels in the northern school divisions and at the secondary level in urban school divisions (Saskatchewan Learning (2005). *Fall 2005 Update to Saskatchewan Education Indicators 2004, Figure 30).* Enrolments in northern provincial schools are expected to remain stable due to the continued enrolment of First Nations and Métis students in provincial schools.

10-YEAR PER CENT ENROLMENT CHANGE, 1994-95 TO 2004-05

	Rural	Urban	North
Kindergarten	-28%	-24%	-35%
Elementary	-26%	-17%	-21%
Middle	-22%	-1%	7%
Secondary	-10%	10%	29%

The Department has undertaken the following key initiatives to address these issues:

- restructured school divisions to ensure that all K-12 students have access to quality programs within a sustainable system; and
- support to initiatives of the Shared Standards and Capacity Building Council leading to seamless education and smooth transitions between the public and First Nations education system.

MEETING THE DIVERSE NEEDS OF CHILDREN AND YOUTH

While student enrolments are declining, a growing number of children and youth are coming to school with complex and diverse needs and challenges that must be addressed before they can learn. More children and youth require a diverse range of social, health, cultural, justice and other services to meet their needs and remove barriers to their learning. For example, the number of immigrant and refugee students in the Saskatchewan school system is growing. Those students need adapted instruction for a minimum of five to seven years to learn functional English, the language of instruction.

Addressing the challenges and providing supports for children and youth at risk of leaving school early, and those already disengaged from school, is critical. The ability to track enrolment, movement, and retention from Prekindergarten to grade 12, between and among school systems (publicly-funded, First Nations, and independent) is necessary to monitor attendance and to intervene with those students who are not attending school.

The community education philosophy has been a key approach in meeting the diverse needs of students. School^{PLUS} builds on the success of this collaborative, comprehensive and responsive approach, recognizing that all students do better when schools and communities work closely together for the benefit of children, youth and their families.

IMPROVING LEARNER OUTCOMES

Saskatchewan Learning plays a significant role in the province's present and future by establishing a foundation for lifelong learning, and through the development of citizens who are highly literate with excellent workplace skills.

Performance by Saskatchewan students in provincial, national and international assessments of student learning revealed that there is room for improvement. We need to continue to aim higher to ensure the learning success of all students and their successful transition to post-secondary education and/or employment opportunities. It is important that our students achieve higher-order competencies of critical and creative thinking – skills that are necessary in a global information society and economy.

Scientific understanding of brain development shows that the structures required to support lifelong learning, health, and behaviour are in place by age six. The period of greatest sensitivity to developing these pathways largely occurs before age three (Guy, K.A. (ed.) 1997. "Our Promise to Our Children." Ottawa: Canadian Institute of Child Health). Interventions that focus prenatally and on the earliest years of life, promoting positive parent-child attachment, good nutrition, loving family interactions, and safe environments are key to developing well-functioning brains. These key factors link healthy families to early literacy and later school success. In addition, quality early learning and child care services have been shown to enhance child development.

Grade 12 graduation should be the minimal achievement by Saskatchewan youth. Youth who do not graduate from high school experience long-term disadvantages in terms of personal and economic life success.

Similar to the idea of a representative workforce, Saskatchewan Learning is committed to the concept of representative graduation rates. The balance of educational success for First Nations and Métis learners is essential in order to achieve representative labour market attachment.

The Department has developed a Continuous Improvement Framework (CIF) which is key to the education renewal initiative. The CIF links planning, monitoring and accountability for student outcomes at the school division level to the funding process and requires divisions to establish plans for student improvement and report on their successes. With full implementation of the CIF, school divisions will be collecting data around their performance in strategic areas. This data will help identify both strengths and weaknesses in performance and the curriculum, and allow for the Department to target funding to strengthen these areas. The CIF will help implement a data-driven decision-making culture within the Department and school divisions alike.

The Department has also made advancements in the provincial Assessment for Learning (AFL) program which assists school divisions to focus on improving student learning outcomes. The AFL is a critical component of the CIF. The testing undertaken through this program is based on Saskatchewan's curriculum, provides province-specific data, and provides a clear measure of learning achievement. It provides detailed information to teachers about their students, thereby empowering them to do things differently in their classrooms to improve learning outcomes.

The Department is undertaking the following key initiatives to address these issues:

- implementation of the Continuous Improvement Framework;
- support to the Assessment for Learning program;
- establishment of School Community Councils in every school throughout the province to enhance the ability of parents, community leaders, and students to impact the issues that affect student learning and well-being;
- implementation of a 'made-in-Saskatchewan' system of early learning and child care;
- strengthened focus on career development within Saskatchewan's curriculum;
- include First Nations and Métis perspectives within its curriculum;
- development of Indigenous language curriculum; and
- support the initiatives of the Shared Standards and Capacity Building Council (SSCBC) leading to improved outcomes for First Nations and Métis learners. The SSCBC was established in 2006 with membership from the Department and the Federation of Saskatchewan Indian Nations; representatives of Indian and Northern Affairs Canada and the Office of the Federal Interlocutor currently attend meetings as observers. The purpose of the SSCBC is to provide suggestions and recommendations to the Parties with respect to the development of compatible educational standards between the provincial education system and the First Nations' education system.

SCHOOL DIVISION RESTRUCTURING AND FINANCING

On January 1, 2006, more than 80 school divisions were restructured into 28 school divisions, with the intention of improving the quality of the education system for the benefit of students. Larger school divisions will be better positioned to provide a full range of programs and services across the province and ensure quality education programs into the future. All school divisions now have opportunities to achieve economies of scale, and a more consistent range of services and programs exists among divisions. Moving to a policy governance model for boards of education will help to shift board focus to more strategic issues.

Restructuring also will improve financial equity for property tax payers. Regional pooling means:

- the range of taxable assessment per student will narrow considerably;
- the range of mill rates will narrow; and
- all school divisions will receive provincial operating grants in 2006-07.

In addition, restructuring provides the foundation for redevelopment of the operating grant to achieve government's commitment to a more equitable, transparent and simpler funding formula. Geographically based rate differentials are being eliminated, the number of factors is being reduced, disincentives are being eliminated, additional accountability is required around outcomes, particularly related to student achievement, through the Continuous Improvement Framework.

Government's role in negotiating the teachers' collective bargaining agreement directly impacts school division costs. This impact can be significant as settlements for teachers must be consistent with other public sector settlements and competitive with other teachers across the country in order to avoid significant labour disruption in the sector and negative impact on student learning.

Inflation in the construction sector also has a significant impact on the financing of facility construction and renovation.

Changes from 2005-06 Performance Plan

On April 1, 2006, the Department of Learning was created, thereby separating the responsibilities for PreK-12 and post-secondary education into two separate departments.

The new Department of Learning retains responsibility for PreK-12 education and the Provincial Library. New to Learning is responsibility for early learning and child care, transferred from the Department of Community Resources, also effective April 1, 2006.

As a result of this restructuring, the 2006-07 Performance Plan is incorporated into the 2007-08 Plan.

As the Department works to align its resources with its new responsibilities, and as school divisions are also in a period of significant transition following the major school division amalgamations that took effect on January 1, 2006, this Performance Plan focuses on the Department, rather than the sector.

The 2006-08 vision remains essentially the same as for the 2005-06 plan.

The goals have changed to reflect the new Department of Learning, and to focus on outcomes for learners and the system. Two goals have been defined in the 2006-08 Plan:

- *Learners Succeed* (Goal 1) which is retained from the 2005-06 Plan and focuses on the learner; and
- *Highly responsive and accountable learning system* (Goal 2) is new, and reflects the need to anticipate and react to changes within society as a whole, and the learning system in particular. It includes the responsibility to provide equitable and transparent funding, accountable processes and governance throughout the system, and high quality learning facilities.

The two former goals, *Inclusiveness* and *Social and economic development,* have been deleted in this Plan, as they are more a means to achieving objectives.

The restructuring of the Department has resulted in significant changes to the objectives within the Plan. Three new objectives have been included:

- *Provide equitable opportunities for all learners* (Goal 1, Objective 3) to focus on improving opportunities for success of all learners in the PreK-12 system;
- *Provide a high standard of public accountability, transparency and governance* (Goal 2, Objective 1) to reflect the strengthening of accountability and governance structures throughout the PreK-12 system, and a simplified, clear, and equitable mechanism for provincial funding of education; and
- *Provide high quality learning facilities for all children and youth* (Goal 2, Objective 3) to focus on the impact that facilities have on the ability of educators and learners to succeed.

Four objectives have been reworded to provide more focus on intended outcomes.

Eight objectives have been deleted as they are no longer objectives of the new Department, or are focussed on the process used to achieve other objectives.

Changes to the objectives have necessitated changes to the performance measures. Measures have been added, revised, or deleted to reflect the responsibilities of the new Department of Learning, or to improve clarity. Where performance measures are under development, the Department is working to define measures that are clear, more outcome-focused, based on available data, credible, reliable, and critical in showing the level of progress in critical areas.

Also, trendline information has been added to the performance measures, where available, to provide additional context and historical information for the reader.

Goals, Objectives, Actions, and Measures

This section provides the detailed 2006-08 Performance Plan for Saskatchewan Learning that supports advancement towards our vision. Under each goal, a number of objectives have been established that support progress towards the broader goal statement. For each objective, a set of key actions that will be completed in 2006-08 has been identified. They are the means for making progress on the objectives. Development of the key actions has been guided by the Continuous Improvement Framework. A set of performance measures has been established for each objective to gauge progress towards meeting the objective.

The Financial Plan considers several key cost drivers including:

- changing demographics;
- inflation;
- collective bargaining settlements;
- maintenance, equipment and capital costs; and
- the impacts of federal provincial agreements.

Property taxpayers and governments are the primary sources of funding of the education system. These resources must be utilized effectively by the education system to deliver high quality programs and services.

GOAL 1

Learners succeed

***OBJECTIVE 1** – Improve children's readiness to learn*

"Readiness to learn" is a broad concept that includes physical, social and emotional well-being, cognitive readiness, and openness to learning.

An impressive and ever-growing body of research indicates that the first six years of children's lives are crucial. Many studies demonstrate that preschool children who attend high-quality early childhood education and child care programs have a greater likelihood of becoming productive, contributing members of society as adults.

The percentage of Canadian women in the paid workforce with children between the ages of three and five was 69 per cent in 2003. (Canadian Council on Learning (May 31, 2006) *Lessons in Learning, Canada*). A majority of these children spend some part of their day in an early learning child care service. Research has shown that the quality of these services has an impact on a child's language, cognitive, and social/emotional development - factors that affect later school and life success.

Saskatchewan Learning's role in achieving this objective is to:

- set program standards for licensed child care and targeted Prekindergarten programs; and
- provide funding to third party agencies to deliver these programs.

Program standards for targeted Prekindergarten programs are set out in guidelines developed by the Department. These guidelines address health and safety requirements, child to staff ratios, and education levels of staff.

Increased understanding of the importance of the early years on a child's development and future success has led to greater emphasis on early childhood policy and program development. Early childhood development is an important component in improving the long-term economic prospects of our province.

Key Actions for 2006-08

- Develop and implement an *Early Learning Program Guide* to support learning opportunities for three- and four-year-olds in all settings (e.g., Prekindergarten classrooms, child care centres). Implementation will include:
  - ~ distribution (print and on-line) of the Guide;
  - ~ conducting face-to-face workshops; and
  - ~ creating web-based professional development and an interactive CD.

- Create a common understanding of the early learning and child care measurement tools currently used within the province, and determine the approach for Saskatchewan in measuring the impact of investment in early learning and child care.
- Examine the development of an integrated Early Learning and Child Care information management system in conjunction with the Department of Community Resources and the Business Advisory Committee of the Information Technology Office.
- Provide additional funding for 30 targeted Pre-kindergarten programs for a total of 134 across the province by March 31, 2008.

What are we measuring?

Number of targeted Prekindergarten programs funded by Saskatchewan Learning, including number of children impacted

Progress to date

Year*	Programs	Children
1997 *[baseline]*	26	416
2002	89	1,424
2003	104	1,664
2004	104	1,664
2005	104	1,664

* *As of September 1*

In 1996-97, the Department's Prekindergarten program was established in partnership with school divisions that participate in the Community Schools Program. Since that time, the Program has expanded to additional communities based on socio-economic needs. Prekindergarten is targeted to three and four-year olds, and supports enhanced programming for vulnerable four-year-olds. This measure shows the number of targeted Prekindergarten programs established in the province since implementation of the initiative, thereby reflecting the Department's commitment to preparing vulnerable children for success in their learning experience.

OBJECTIVE 2 – Improve learning outcomes of all learners

Saskatchewan Learning is committed to achieving the best possible outcomes for all learners based on their own needs, interests, aptitudes, and abilities. Individuals share in this responsibility. Specific definitions of positive outcomes vary across the sector. In general they would include, but not be limited to: academic achievement, social, cultural, and emotional well-being, employability skills, and ability to contribute positively to family, community, and society as a whole.

Saskatchewan's participation in recent large-scale assessments of student learning – internationally (Programme for International Student Assessment – PISA), and nationally (School Achievement Indicators Program – SAIP) – indicated that there were a number of areas, particularly in mathematics, in which there is a need for improved student outcomes.

Many factors influence student performance, some of which are beyond the control of the Department or the sector, such as individual motivation and personal circumstances. It is also important to consider that learning programs differ from one part of the country to another, making comparisons of results a complex task.

Saskatchewan Learning acknowledges that not all students go on to post-secondary education or training, however, it is desirable that attainment of Grade 12 standing be the minimal education achievement by Saskatchewan youth. Youth who do not achieve Grade 12 standing are at a disadvantage in terms of personal and economic life success. Saskatchewan Learning's role in achieving this objective is to develop curricula, provide supports to teachers and students, and contribute funding for delivery of PreK-12 programs and services by sector partners.

Key Actions for 2006-08

- Implement the Continuous Improvement Framework (CIF) in K-12 school divisions by:
  - ~ supporting school divisions in the planning, monitoring, and reporting of learner outcomes.
- Expand the Assessment for Learning (AFL) program to provide a broader set of division and school-specific data to inform planning, monitoring, and reporting processes undertaken by school divisions with a focus on improving student learning outcomes. Specifically:
  - ~ administer two large-scale assessments per year (increased from one per year); and
  - ~ begin broadening the AFL program from math and reading (pilot) to include writing, science, personal and social skill development.
- Continue to strengthen curriculum to focus on learning outcomes.
- Provide funding to the Saskatchewan Literacy Commission which will support family literacy by building upon existing programs and the community-based literacy system.
- Enhance technology in education by:
  - ~ developing a PreK-12 policy framework around technology in education for Saskatchewan; and
  - ~ establishing a governance structure that will allow the sector to identify and implement shared technology solutions to address current and emerging needs.
- Review and renew First Nations and Métis Education Policy to improve:
  - ~ the universal understanding by all learners of First Nations and Métis peoples and their contributions; and
  - ~ outcomes for First Nations and Métis learners through content, perspective, and Indigenous knowledge.

What are we measuring?

Student performance in mathematics, reading, and science in the Programme for International Student Assessment (PISA)

In 2000, our performance was statistically similar to that of Canada. In 2003, our performance was statistically below the performance of Canada

Progress to date

The scales used to arrive at overall reading, mathematics and science scores were standardized to produce an international average of 500, with 2/3 of student scores between 400 and 600.

Mathematics	**Sask**	**Canada**
2000 *[baseline]*	525	533
2003	516	532

Reading	**Sask**	**Canada**
2000 *[baseline]*	529	534
2003	512	528

Science	**Sask**	**Canada**
2000 *[baseline]*	522	529
2003	506	519

Assessment measures are valuable indicators of levels of student learning outcomes, however, they do not describe all aspects of student learning. They can best be used as point in time information for planning and improvement processes.

This measure demonstrates how Saskatchewan 15-year-old students are performing on the PISA study in relation to the average of Canadian 15-year-old students; the trend of Saskatchewan students is also evident.

The PISA study is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD). In Canada, this study is carried out through a partnership with Human Resources and Skills Development Canada, the Council of Ministers of Education, Canada, and Statistics Canada. It is designed to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students. This data enhances the ability of policy makers to make decisions based on evidence. The assessment focuses on young people's ability to use their knowledge and skills to meet real life challenges. These skills are believed to be prerequisites to efficient learning in adulthood and for full participation in society (Statistics Canada (2004) *Measuring up: Canadian Results of the OECD PISA Study*).

What are we measuring?

Student* performance in reading, math, and science on the national Pan-Canadian Assessment Program (PCAP)

Progress to date

Testing will begin in 2007. Those results will become the baseline for this Assessment.

	Score
Reading	
• Comprehension	
• Interpretation	
• Personal Response	
• Critical Response	
Science	
Mathematics	

* *2,000-3,000 13-year-old students attending provincially-funded schools*

Assessment measures are valuable indicators of levels of student learning outcomes, however, they do not describe all aspects of student learning. They can best be used as point in time information for planning and improvement processes.

This measure will provide an indicator of how Saskatchewan 13-year-old students are performing on the PCAP study relative to the average of Canadian 13-year-old-students; the trend of Saskatchewan student performance will also become evident.

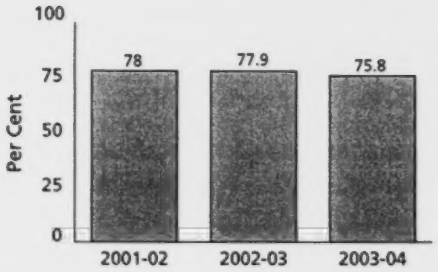
The previous national testing program, School Achievement Indicators Program (SAIP), discontinued testing in 2003. Since then, the Pan-Canadian Assessment Program (PCAP) has been developed. Testing will begin in 2007, with testing focussed on Reading. When fully implemented, the PCAP will be a cyclical program of pan-Canadian assessments of student achievement in mathematics, reading, writing, and science conducted by the Council of Ministers of Education, Canada.

What are we measuring?

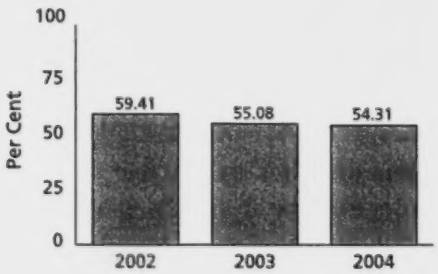
Graduation rates by type of credential

Grade 12*
(per cent of 18-year-olds in province)

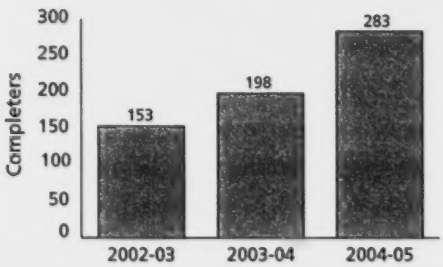
Progress to date



Grade 12 equivalency: GED
(per cent of participants who wrote at least one of the five GED tests during the year, regardless of status)



Grade 12 equivalency: Adult 12
(provincially-funded K-12 schools only; number of participants can't be determined)



* *Graduates from K-12 provincially-funded, First Nation, and independent schools offering 24-credit program; includes students from schools outside Saskatchewan where the program meets requirements of Saskatchewan curriculum. Numbers may differ from those previously reported due to ongoing maintenance and updating of the Student Data System.*

[Source: Saskatchewan Learning]

The measure provides an assessment of how well the sector is doing in terms of producing graduates and program completers. Graduation/completion measures the success of individuals in programs and services and the sector's contributions to positive outcomes for learners through its curricula, instructional approaches, student services and supports, facilities and equipment.

What are we measuring?	Progress to date
Per cent of students* in a cohort starting Grade 10 in the year shown who complete Grade 12 within three years	73.7% *[2000-01; baseline]* 73.9% *[2001-02]* *[Source: Saskatchewan Learning]*
Per cent of students in a cohort starting Grade 10 in the year shown who complete Grade 12 within five years	80.3% *[1999-00; baseline]* *[Source: Saskatchewan Learning]*

* *Graduates from provincially-funded, Correspondence, First Nation, and independent schools offering 24-credit program.*

This measure reflects the persistence of Saskatchewan high school students in achieving Grade 12 graduation within a reasonable period of time following entry into Grade 10. Students are expected to graduate within three years of starting Grade 10, however a certain percentage of students graduate a few years beyond the normal graduation year. Graduation within a defined timeline is influenced by a number of external factors such as mobility of parents, motivation, and students' lifestyles.

OBJECTIVE 3 – Provide equitable opportunities for all learners

Saskatchewan Learning is committed to meeting the needs of the whole child and youth population, by keeping young people in school, ensuring that the education system is responding to the interests and aspirations of today's children and youth, and ensuring that every child, regardless of socio-economic status, location, first language, or ability, has access to a high quality education. Today, schools are being challenged in their efforts to respond to social and economic changes which are having a significant impact on the needs of children and youth.

While student enrolments are declining, a growing number of children and youth are coming to school with complex and diverse needs and challenges that must be addressed before they can learn. More children and youth require a broad range of social, health, cultural, justice, and other services to meet their needs and remove barriers to their learning. These problems can affect their educational experience and place them at risk, compromising their opportunities for success in school and later in life. In all parts of the learning sector the number of children and youth who require additional supports and services in order to learn is increasing.

The Community Schools Program is a comprehensive approach that provides for a range of supports that address the complex needs of vulnerable children and youth. Community schools are founded on the philosophy of community education wherein parents and communities are empowered to meaningfully participate in the education of their children and in the development of community, thereby improving student learning and ultimately the communities themselves.

School^{PLUS} builds on the success of the community education approach that recognizes that all students do better when schools and communities work closely together for the benefit of children, youth and families. Since introduction of the School^{PLUS} vision in 2002, Saskatchewan Learning has promoted the importance of schools playing two major roles:

- provision of a high quality learning program and outcomes; and
- provision of supports to learning that address social, economic and personal barriers to learning that students experience.

There is a need to renew and strengthen the focus on "supports to learning" as a key strategy to strengthening learning achievement and well-being for all Saskatchewan children and youth.

Research and evidence supports the need to create a strong linkage between early learning and child care services and the learning sector. Saskatchewan Learning is focused on creating a blended system for the learning and care needs of young children and the needs of their parents.

Program standards for child care are articulated in the *Child Care Act* and *Regulations*, and include standards such as health and safety requirements, child to staff ratios, and education levels of staff. The Act and Regulations apply to both licensed family child care homes and licensed child care centres. Licensing of child care facilities and enforcement of the legislation is carried out by Department staff.

Addressing the low wages of early childhood educators working in licensed child care is necessary to deal with high staff turnover rates, training and upgrading skills of existing employees, recruitment of qualified employees to ensure quality child care services, and to meet the demand generated by expansion in licensed child care spaces.

Investment in early learning and child care supports will contribute to the implementation of Saskatchewan's labour market by growing our future labour force, and by supporting parents in participating in today's labour force.

All Saskatchewan learners need the opportunity to become knowledgeable and proficient in the use of new technological tools and resources to develop their full potential and achieve success. Access to information and resources through improved use of technology is a critical component to ensuring equitable access to learning, and of learner success, particularly given Saskatchewan's widely dispersed population. As the use of technology increases in importance, both as a delivery method and as a support to teaching and learning, it is imperative to create and maintain a reliable infrastructure.

Key Actions for 2006-08

- Through the Shared Standards and Capacity Building Council the Department will focus on:
  - ~ maintaining and enhancing shared curriculum outcomes and objectives;
  - ~ creating and strengthening joint opportunities, including assessment and evaluation, distance learning and language and cultural programming; and
  - ~ developing shared performance measures and accountability for improved outcomes for First Nations and Métis learners.
- Continue to move forward on implementation of a made-in-Saskatchewan system of early learning and child care including:
  - ~ expand licensed child care by an additional 500 spaces across the province;
  - ~ enhance the salaries of child care staff;
  - ~ eliminate the wait list for children with high levels of disability to access funding for child care;
  - ~ develop and implement program enhancements for licensed family child care homes such as increased start up funding, support for alternate caregivers, and nutrition grants;
  - ~ provide capital funding to support the maintenance and renovation of existing child care infrastructure and the development of new spaces; and
  - ~ continue to work with school divisions to increase their capacity to provide community leadership in building a system that blends early learning and child care with education, and prepare for broad-based Prekindergarten in future years.
- Support the Departments of First Nations and Métis Relations, and Justice, in development of a provincial anti-racism strategy.
- In partnership with the Department of First Nations and Metis Relations, and the Saskatchewan School Boards Association, work toward a representative workforce throughout the provincial Pre-K-12 system.
- Develop and pilot guidelines to better assist school divisions in identifying students with intense needs.
- As part of Phase 2 of the K-12 Operating Grant redevelopment, revise the diversity factor to include targeted funding to address the needs of students whose mother tongue is not English.
- Develop an overarching conceptual framework and policy clarifying best practices, linking program supports and strengthening strategic focus and outcomes, including renewing support for School^{PLUS}, Community Education, and other initiatives into a coherent frame.

- Develop a Caring and Respectful Schools Bullying Prevention policy.
- Develop an early childhood program for use in Saskatchewan francophone schools.
- Enhance CommunityNet by facilitating the expansion of on-line learning opportunities and co-ordinating technical support services.
- Expand the capabilities of CommunityNet to support the emerging needs of the sector.

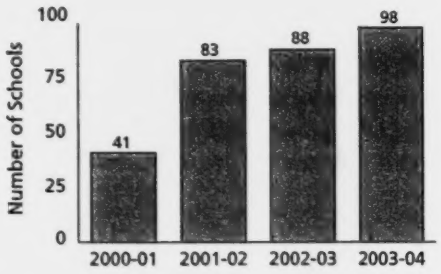
What are we measuring?	**Progress to date**
The number of licensed child care spaces	8,712 *[March 31, 2006; baseline]*

This measure reflects the extent to which the Department supports families/children needing early learning and child care.

What are we measuring?

Number of Community Schools funded by Saskatchewan Learning

Progress to date



This measure shows the number of Community Schools established in the province since the Community Schools Program began in 1980.

The Community Schools Program began in 1980 to address problems associated with urban Aboriginal poverty. In addition to the increased number of schools that have been designated as a Community School, there have been additional supports and benefits provided to children and families.

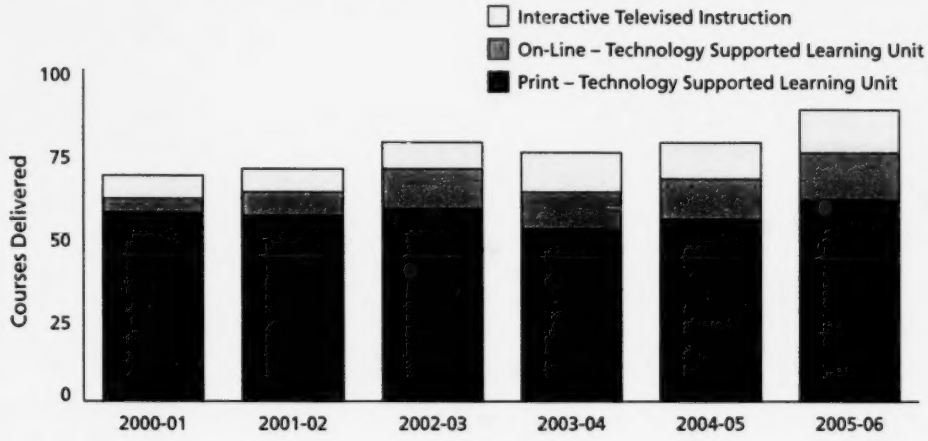
What are we measuring?

Number of K-12 courses delivered by the Department and the total number of students enrolled in them

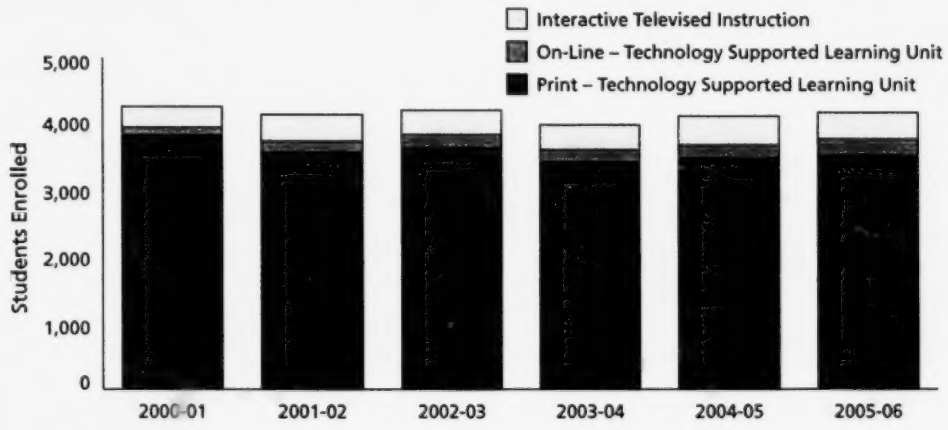
Progress to date

See the following graphs

COURSES DELIVERED BY THE DEPARTMENT OF LEARNING



STUDENTS ENROLLED IN DEPARTMENT OF LEARNING COURSES



There are a number of children and youth who, for a variety of reasons, are not able to participate in learning in a traditional classroom, or whose school is not able to offer the desired courses. This measure reflects the Department's continued focus on providing access to learning opportunities and support services for teachers and students, regardless of their geographic location, or the limitations of their school/school division.

OBJECTIVE 4 *– Support all learners in successfully transitioning to, within, and from PreK-12 programs and services*

Transitions within the PreK-12 sector are many, and occur at varying times and under different circumstances. Some of the more difficult transitions learners experience include:

- early years to Kindergarten program;
- elementary to high school;
- transition between on-and-off reserve schools;
- Grade 12 to post-secondary and/or employment;
- teen mothers transitioning back to a learning program; and
- between custody facility and school.

Children and youth leave school early for numerous and varied reasons. Some of these reasons are school-related, personal and/or family-related, and work-related. When students do not complete Grade 12 there are negative impacts upon a range of social and economic well-being indicators such as employment, health and income, while crime and human service demands increase. Therefore, finding solutions and providing supports for children and youth at risk of leaving school early, and those already disengaged from school, is necessary.

One of the greater challenges the learning sector faces is monitoring student mobility. There is considerable mobility of students between First Nations and provincial education systems. Children and youth from highly mobile families may change schools several times during a school year. The ability to track student enrolment, movement, and retention is necessary in order to monitor attendance and to intervene with those students who are not attending school.

Finding solutions and providing supports for children and youth at risk of leaving school early, and those already disengaged from school, is critical.

Key Actions for 2006-08

- Through the Shared Standards and Capacity Building Council, the Department will focus on:
  - ~ strengthening First Nations participation in the Student Data System; and
  - ~ supporting smooth transitions for students as they move between First Nations systems and the provincial education system to promote improved retention and outcomes in both systems.
- Develop a protocol among Learning, Community Resources, Health, and Corrections and Public Safety to support children and youth who are not enrolled in an approved education program, or are at risk of leaving school.

- Proceed with enhancement of the Career Development Action Plan which focuses on supporting children and youth to participate effectively in the social and economic future of our province, including:
  - ~ support to four school divisions to work with other school divisions in their economic regions to strengthen connections between secondary schools and regional planning related to career and employment services, business and industry, economic development and post-secondary education;
  - ~ strengthened focus on career development in Grades 6-12, including support for the implementation of mandatory career development curriculum in Grades 6-9; and
  - ~ enhanced teacher competency to provide guidance to students through professional development.
- In partnership with others, invest in the revitalization of Regina's inner city by planning and funding two facilities in Regina:
  - ~ the Regina trades and skills centre, to better engage youth in learning and the labour market; and
  - ~ the North Central community services centre, aimed at improving services to the inner city.

What are we measuring?

Percentage of students, by school type, included in the Student Data System

Progress to date

	June 30 2004*	June 30 2005
Provincially-funded Schools	74.8%	97.8%
First Nations Schools	57.5%	63.7%
Independent Schools	75.1%	97%
Custody and Care Schools	100%	100%

* *baseline*

This measure reflects the Department's ability to track all students throughout their PreK-12 experience, regardless of their movement between and among school systems (provincially-funded, First Nations, and independent), including those children never registered in a school.

OBJECTIVE 5 *– Increase opportunities to enable First Nations and Métis learners to participate and succeed in sector programs and services*

The Department is committed to improving opportunities for the participation and success of First Nations and Métis people in all sector programs and services. The Province has a growing young First Nations and Métis population that is a major asset in offsetting the decline in the labour force due to the aging population. Despite recent gains, the education level of the First Nations and Métis population is below that of the non-First Nations and Métis population. Improvements in the academic performance of First Nations and Métis students are necessary not only to ensure the Province's social and economic well-being, and for the Province to benefit from First Nations and Métis perspectives and culture, but for First Nations and Métis peoples to benefit personally, economically, culturally, linguistically, and socially.

The Department will continue to work collaboratively towards solutions with First Nations and Métis partners, and to support First Nations and Métis education towards outcome-oriented, systemic initiatives. Success in First Nations and Métis education is critical to building a shared and harmonious future with all Saskatchewan people.

Research specific to First Nations and Métis students demonstrates that improved learner outcomes in that population are directly correlated to education systems that reflect commitments such as:

- shared decision-making;
- integrating First Nations and Métis content, perspectives, and Indigenous knowledge into Saskatchewan's Core curriculum;
- school environments that affirm culture and representative workforces; and
- the concept of lifelong learning.

Key Actions for 2006-08

- Integrate First Nations and Métis content, perspectives, and Indigenous knowledge in the curricula of all K-12 subject areas at all grade levels.
- In partnership with First Nations and Métis people and communities, examine the learning program to ensure effective practices for First Nations and Métis education. Some specific actions of the Shared Standards and Capacity Building Council include a focus on:
  - ~ special education
  - ~ language and culture
  - ~ curriculum
  - ~ early learning and child care
  - ~ Assessment for Learning/Continuous Improvement Framework
  - ~ development of teachers
  - ~ governance

- Support development of effective Indigenous language curriculum, to be available for use in all schools:
  - ~ K-3 Cree immersion program
  - ~ K-12 instructional program
  - ~ 10-12 credit program
- Expand opportunity for First Nations learners in on-reserve schools to participate in the Assessment for Learning program.

What are we measuring?	Progress to date
Per cent of self-declared First Nations and Métis students* in a cohort starting Grade 10 in the year shown who complete Grade 12 within three years	49.8% *[2000-01; baseline]* 51.1% *[2001-02]*
Per cent of self-declared First Nations and Métis students in a cohort starting Grade 10 in the year shown who complete Grade 12 within five years	50.6% *[1999-00; baseline]*

* *Self-declared First Nations & Métis students in K-12 provincially-funded and independent schools. Not all students choose to, or have the opportunity to, self-identify.*

[Source: Saskatchewan Learning]

This measure reflects the persistence of Saskatchewan First Nations and Métis high school students in achieving Grade 12 graduation within a reasonable period of time following entry into Grade 10.

Students are expected to graduate within three years of starting Grade 10, however a certain percentage of students graduate a few years beyond the normal graduation year. Graduation within a defined timeline is influenced by a number of external factors such as mobility of parents, motivation, and students' lifestyles.

GOAL 2

Highly responsive and accountable learning system

***OBJECTIVE 1** – Provide a high standard of public accountability, transparency and governance*

Saskatchewan Learning provides leadership and direction to the PreK-12 learning system to support continuous improvement in system-wide public accountability practices. The province has a long history of collaboration and co-operation among the Department, school divisions, teachers, community-based organizations and other stakeholders that will continue to be key to our success. The PreK-12 learning system is committed to being open and accountable, focused on ensuring that all Saskatchewan students have the opportunity to reach high levels of literacy and academic achievement, and to graduate with the skills and knowledge needed to succeed in work and in life.

In support of this objective, Learning develops and supports implementation of strong accountability standards and tools to monitor and report on both performance and financial results in school divisions. This includes defining accountability mechanisms and tools for the PreK-12 learning system that enhance operational accountability across school divisions, better engage the community in support of the learning program, align operations to provincial priorities and improve student learning outcomes. In addition, the Department supports system-wide financial accountability and is working to help school divisions link operational and financial reporting to achieve a complete and integrated accountability system.

A key role for Saskatchewan Learning in a responsive and accountable learning system is developing and maintaining an equitable, transparent, and simple financing system. Significant changes are being made to the school operating grant; the first phase of changes implemented in 2006-07 reduced the number of factors, began to address inequities, and will position the system for ongoing redevelopment in 2007-08 and beyond.

Education financing also involves consideration of property taxes levied by the school divisions in determining the most equitable balance of provincial and local funding of the PreK-12 learning system.

Key Actions for 2006-08

- Implement the Continuous Improvement Framework, including:
  - ~ completion and distribution of the Continuous Improvement Framework Guide to all school divisions;
  - ~ consultations with all school divisions to support development and publication of school divisions' Continuous Improvement Plans and Reports;
  - ~ information collection from school divisions to inform Department practice, policy development, and legislative changes needed to support improved student learning outcomes; and
  - ~ leading a process to support school divisions in bi-annual conferencing.
- Introduce legislation and regulations which support implementation of School Community Councils in provincially-funded schools throughout the province.
- Provide support to school divisions and monitor implementation of School Community Councils in all provincially-funded schools, including:
  - ~ elections for each School Community Council; and
  - ~ orientation and in-service for all School Community Councils.
- Develop and implement a work plan to move school divisions to financial statements compliant with Generally Accepted Accounting Principles (GAAP) by the start of the 2008-09 school year to improve the quality, reliability, and timeliness of school division financial reporting.
- Provide education property tax relief targeted to agricultural property owners through a 38 per cent Education Property Tax Credit to meet government's commitment to a 60/40 provincial/local financing arrangement for agricultural property tax payers, and an eight per cent tax credit for non-agricultural property owners.
- Implement Phase 2 of the K-12 Operating Grant redevelopment to meet government's commitment to a more equitable, transparent, and simple funding formula.
- Conduct a review of Independent Schools and make recommendations regarding:
  - ~ independent schools legislation (statutes and regulations);
  - ~ polices and practices relating to the children and youth enrolled in independent schools, their parents, and the public;
  - ~ governance of independent schools; and
  - ~ funding of independent schools.
- Complete analytical work on remaining K-12 Operating Grant factors and move into an ongoing review cycle.
- Begin to review and strengthen business processes between the Department and school divisions to improve data collection and reporting.

What are we measuring?	Progress to date
The percentage of School Community Councils elected and in place in provincially-funded schools	0 *[June 30, 2006; baseline]*
The percentage of School Community Councils that are operational in provincially-funded schools	0 *[June 30, 2006; baseline]*

This measure reflects the proportion of schools that are adhering to requirements established in the *Education Act 1995*, and the *Learning Regulations 2006 (2)*. School Community Councils are to be elected in all provincially-funded schools by June 30, 2007 and operational by June 30, 2008.

School Community Councils are being established in every provincially-funded school to encourage and facilitate parent and community engagement, and develop shared responsibility for the learning success and well-being of all children and youth. The Councils will be comprised of parents, students, school staff and community members. The majority of members must be parents.

What are we measuring?

Public satisfaction with the learning system and public library system:

- Per cent of residents who think the quality of Kindergarten to grade 12 education in Saskatchewan is generally:

Progress to date

K-12	July 2005*	January 2006
Good – Very Good	51%	54%
Poor – Very Poor	15%	12%

- Per cent of residents who think the quality of service from the public library system is:

Libraries	July 2005*	January 2006
Good – Very Good	not comparable	77%
Poor – Very Poor		6%

* *baseline*

This measure tracks general public perceptions about the learning system's quality based on results of public opinion surveys. The July 2005 results of the question on Public Libraries are not comparable to this measure due to changes to the question formatting.

Public perceptions related to the education system are impacted by a variety of issues, including media coverage, other jurisdictions, personal experiences, and the opinions of others.

What are we measuring?	Progress to date
The number of School Division Continuous Improvement Plans developed and made available to their communities and to the Department	0 *[January 1, 2006; baseline]*

This measures the degree to which the Continuous Improvement Framework (CIF) is being implemented within school divisions and schools across the province.

The CIF is designed to strengthen strategic planning, monitoring and accountability for system operations and student outcomes. It represents a significant change in the accountability relationship between the Province, school divisions and the public and in how the school system "does business."

***OBJECTIVE 2** – Provide high quality learning facilities for all children and youth*

The provision and maintenance of high quality learning facilities directly impacts the ability of educators to achieve the desired outcomes.

Several factors impact learning facility requirements:

- shifting demographics;
- declining enrolments;
- inflation in the construction sector;
- shift of space from traditional programming to new programs to meet needs of vulnerable children; and
- expansion of Prekindergarten programs and licensed child care spaces.

School divisions, supported by the Department, will be realigning their infrastructure to match current and future facility needs. To assist school divisions, the Department needs to be able to provide capital funding assistance to ensure that school divisions can move ahead with the relocation of students, the development of new program spaces, and the renewal of facilities where ongoing needs are identified.

There are three challenges requiring capital investment:

- government's stated commitment to early learning and child care;
- inflation and increased demand in the construction sector; and
- supporting the realignment of the infrastructure (resulting from shifting demographics and declining enrolments).

Key Actions for 2006-08

- Survey school divisions to obtain baseline information to support development of a long-range capital plan for a sustainable infrastructure to support education programs in the province.
- Develop a standardized template and guidelines to enable school divisions to consistently plan for long-range facility needs.
- In consultation with Saskatchewan Finance and the Capital Co-ordination Committee (consisting of other government departments having capital budgets), establish a government-wide process for determining capital priorities.
- Develop a proposal regarding support of libraries facilities management, and funding for public libraries capital needs.
- Develop and publish changes to facility guidelines to address the government's commitment to early learning and child care.

What are we measuring?	**Progress to date**
Under development	Under development

For More Information

If you have any questions or comments, or would like additional copies of the 2006-08 Performance Plan, we invite you to call 1-888-775-3276.

Or contact:

Saskatchewan Learning
Communications Branch
1st Floor, 2220 College Avenue
Regina SK
S4P 4V9

You can also visit the Department's website at www.sasklearning.gov.sk.ca to download a copy of the plan. On the website, you will also find more information about the Department's programs and services, as well as links to sector partners.

Appendix A: Legislation

C-7.3	Child Care Act (shared responsibility with Community Resources)
C-7.3 Reg 2	Child Care Regulations, 2001
E-0.2	Education Act, 1995
E-0,2	Loi de 1995 sur d'education
E-0.1 Reg 1	Education Regulations, 1986
E-0.1 Reg 11	Independent School Regulations
E-0.1 Reg 15	Home-based Education Program Regulations
E-0.1 Reg 18	School Division Tax Loss Compensation Fund Administration Regulations
E-0.1 Reg 9	Board of Education Public Accounts Regulations
E-0.2 Reg 11	Teacher Certification and Classification Regulations, 2002
E-0.2 Reg 16	2005-06 School Grant Regulations
E-0.2 Reg 4	Conseil scolaire Fransaskois Election Regulations
E-0.2 Reg 6	Electronic Meeting Procedures Regulations
E-4.1	Education Property Tax Credit Act
E-4.1 Reg 1	Education Property Tax Credit Regulations
G-5.1	Government Organization Act
G-5.1 Reg 125	Department of Learning Regulations, 2006 (No. 2)
L-9.02	League of Educational Administrators, Directors and Superintendents Act, 1991
L-14.01	Libraries Co-operation Act
L-14.01 Reg 1	Libraries Co-operation Honoraria Regulations
P-39.2	Public Libraries Act, 1996
P-39.2 Reg 1	Public Libraries Regulations, 1996
R-11.1	Registered Music Teachers Act, 2002
S-8.2	Saskatchewan Association of School Business Officials Act, 2004
T-6.1	Teachers' Dental Plan Act
T-7	Teachers' Federation Act, 2006
T-8	Teachers' Life Insurance (Government Contributory) Act
T-8 Reg 1	Teacher's Life Insurance Regulations
T-9.1	Teachers' Superannuation and Disability Benefits Act
T-9 Reg 1	Teachers' Superannuation and Disability Benefits Regulations
The Teachers'	1990-91 Collective Agreement Implementation Act